

# Central High School

## ARIZONA SCHOOL REPORT CARD 2003-04

4525 North Central Avenue, Phoenix, AZ 85012

Phoenix Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

High School  
Achievement Profile \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

Year 2

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Ms. Nancy L. Kloss  
Schedule : 7:30 AM to 4:00 PM  
Grades : 9-12  
2003 Enrollment : 2235  
Web Address : [www.central.phxhs.k12.az.us](http://www.central.phxhs.k12.az.us)  
Phone Number : (602) 764-7500  
Fax Number : (602) 271-2385  
E-mail : [dragoset@phxhs.k12.az.us](mailto:dragoset@phxhs.k12.az.us)

### Mission

Our mission is to provide each student with innovative learning experiences that develop positive intellectual, social and physical outcomes of significance, promoting self-directed, lifelong learning, and the ability to make responsible decisions.

### School / Academic Goals

ü Successful completion of AIMS proficiencies in reading, writing, mathematics.

ü Increase enrollment of students from under-represented groups participating in and completing: Honors and Advanced Placement courses; upper level mathematics and science courses; the National Honor Society; co-curricular activities.

### Instructional Programs

ü Honors Classes  
ü Advanced Placement  
ü English Language Learners  
ü Gifted Program

### Enrollment

October 1, 2002 School Year Student Enrollment : 2205  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 656

### Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 7 hours 30 minutes  
First Day of School : 8/11/2003  
Last Day of School : 5/28/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

# Central High School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

### Council Duties

- Ü Bond Election Planning
- Ü School Policies/Procedures
- Ü Renovation Planning
- Ü Academic Program Review
- Ü Community Outreach

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	5.00	Teacher	125.00
Other Professional Staff	30.00	Teacher Aide	15.00

## Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	8	0	1
4 to 6 years	7	19	0	0
7 to 9 years	19	50	0	1
10 or more years	4	52	2	0

## Shared Responsibilities

### School

Provide on-going communication regarding student achievement, attendance, credits toward graduation, and discipline referrals. Maintain communication regarding school activities and events. Create and maintain a supportive environment.

### Parents

Support school goals, policies and procedures. Support student learning. Keep school updated on pertinent information. Maintain on-going communication through attendance at school events and meetings.

## Resources Available at School Site

### Special Facilities

- Ü Five Computer Labs
- Ü One World Language Lab

### Extracurricular Activities

- Ü All Sports (Male and Female)
- Ü Academic Decathlon
- Ü Speech and Debate
- Ü Performing Arts

### Social Services

- Ü Breakfast Program
- Ü Digital Divide (Home Computers)
- Ü Numerous Counseling Support Groups
- Ü APS Partnership Program

## Transportation Policy

If students qualify for free lunch and live at least one and one-half miles from school, they will receive free transportation. Magnet students also are provided transportation if they live in a sister school's attendance zone.

## Indicators of Success Based on Historical Data from 2002-03

## School Achievements/Accomplishments 2002-03

- ü Awarded U of A University Cup for achieving the highest GPA average by the 24 U of A freshmen who graduated from Central High School.
- ü Achieved greatest gains of any PUHSD school on 2003 AIMS exams in Reading, Writing and Math.

## School Honors

## Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Flinn Scholar Recipient	2003
ü AZ Board of Regents Honors Endorsement Program	2002
ü National Merit Scholarship Recipient	2002
ü University Cup (U of A) for Academic Excellence	2001

## Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona	
			% 7-8	% 9-12
Attendance Rate <sup>2</sup>	97	95	94	96
Transfers Out <sup>3</sup>	27	20	20	20
Transfers In <sup>4</sup> (Within District)	2	2	2	2
Transfers In <sup>5</sup> (Out of District)	8	10	10	9
Promotion Rate <sup>6</sup>	97	99	98	95
Retention Rate <sup>7</sup>	3	1	2	5
Dropout Rate <sup>8</sup>	7			8
Status Unknown <sup>9</sup>	4			6
Graduation Rate <sup>10</sup>	64			76

## Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	445	4808	57534	92	91	91	490	478	491	51	64	46	18	15	16	21	15	23	11	6	15
All Students (Prior Year)	360	4064	51010	NA	NA	NA	465	463	483	63	68	45	17	15	20	17	13	23	2	3	11
Female	213	2408	28155	89	90	90	493	477	491	53	66	47	19	15	16	18	14	24	10	6	14
Male	230	2378	28932	93	90	89	488	478	491	49	61	46	17	15	15	22	16	23	12	7	16
African American	52	467	2558	83	84	86	469	468	475	72	74	64	9	14	15	13	9	16	6	3	6
Hispanic	238	3291	17547	87	86	86	479	473	475	59	68	64	20	15	15	17	13	15	4	4	6
Asian/Pacific Islander	13	91	1395	68	95	96	542	517	519	25	21	22	13	23	16	25	31	28	38	25	35
American Indian/Alaskan Native	20	124	3794	91	81	91	480	475	468	59	65	72	12	14	13	24	16	12	6	5	3
White	83	574	29790	77	82	86	518	498	501	30	42	34	15	15	17	29	25	29	26	18	20
Students with Disabilities	41	468	5562	84	87	93	429	454	461	100	81	79	0	12	10	0	2	8	0	5	3
Students without Disabilities	404	4340	51972	92	91	90	492	478	492	50	63	45	18	15	16	21	15	24	11	7	15
Limited English Proficient Students	118	1179	5467	111	99	111	425	462	458	100	83	87	0	9	7	0	8	5	0	0	1
Migrant Students	--	NC	702				--	NC	471	--	NC	74	--	NC	9	--	NC	14	--	NC	3
Economically Disadvantaged	445	4652	10446				490	478	472	51	63	70	18	15	13	21	15	13	11	7	4
Non-Economically Disadvantaged	--	156	47088				--	464	495	--	84	42	--	10	16	--	5	26	--	1	17

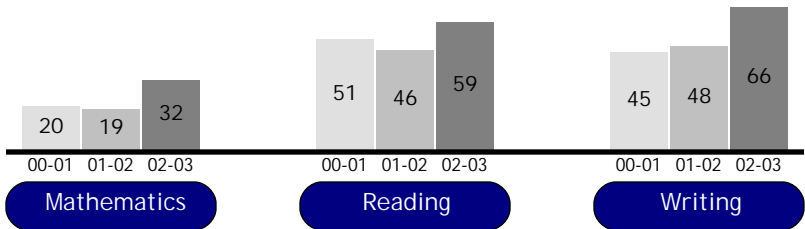
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	434	4712	56700	89	89	89	511	499	512	16	21	15	26	32	23	46	42	52	13	6	10
All Students (Prior Year)	363	3955	50525	NA	NA	NA	496	495	517	24	21	12	29	33	22	38	39	51	8	7	15
Female	209	2366	27862	87	88	89	515	502	517	10	16	12	29	33	22	46	44	54	15	6	12
Male	222	2328	28398	91	88	88	508	495	507	21	26	19	24	30	24	45	39	49	10	5	9
African American	49	455	2529	78	81	85	493	488	495	24	29	24	45	36	31	24	32	41	7	3	4
Hispanic	230	3234	17305	84	85	85	501	494	494	16	22	24	35	35	31	44	39	41	5	3	4
Asian/Pacific Islander	13	87	1382	68	91	95	530	530	530	13	8	6	0	15	17	63	56	59	25	21	17
American Indian/Alaskan Native	19	119	3815	90	78	91	487	498	489	41	26	29	24	24	35	29	45	35	6	5	2
White	82	561	29209	76	80	84	539	521	525	6	11	9	13	20	17	53	54	59	29	15	15
Students with Disabilities	39	451	5215	80	84	87	447	464	478	86	65	43	14	16	29	0	15	25	0	4	2
Students without Disabilities	395	4261	51485	91	89	89	513	500	513	14	20	15	26	32	23	47	42	52	13	6	11
Limited English Proficient Students	116	1148	5378	109	96	109	442	476	471	100	36	48	0	49	36	0	15	15	0	0	0
Migrant Students	--	10	689				--	NA	486	--	NA	31	--	NA	36	--	NA	30	--	NA	2
Economically Disadvantaged	434	4558	10358				511	499	492	16	20	26	26	32	33	46	42	37	13	6	4
Non-Economically Disadvantaged	--	154	46342				--	486	516	--	31	13	--	37	21	--	30	54	--	2	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	445	4717	55090	92	89	87	477	460	479	17	26	16	18	22	13	65	52	70	1	0	0
All Students (Prior Year)	396	4091	50572	NA	NA	NA	460	454	481	26	30	14	26	32	23	47	38	63	1	0	1
Female	224	2445	27752	93	91	89	483	464	483	12	23	13	17	20	12	68	57	75	2	0	0
Male	214	2226	26842	87	85	83	469	455	474	22	30	20	18	23	15	61	47	65	0	0	0
African American	40	433	2336	63	77	78	457	452	464	31	34	25	17	19	14	52	47	62	0	0	0
Hispanic	238	3225	16391	87	85	81	461	453	458	23	29	28	19	23	16	58	48	56	0	0	0
Asian/Pacific Islander	13	87	1356	68	91	93	507	492	499	0	8	7	25	16	9	63	74	83	13	1	2
American Indian/Alaskan Native	20	126	3731	95	83	89	462	457	446	11	22	37	47	24	16	42	54	47	0	0	0
White	99	588	29053	92	84	84	506	486	492	7	13	8	13	20	12	77	67	79	3	1	0
Students with Disabilities	30	368	4141	61	68	69	397	416	436	81	68	47	19	13	18	0	18	35	0	0	0
Students without Disabilities	415	4349	50949	95	91	89	481	461	479	13	25	16	18	22	13	68	53	71	1	0	0
Limited English Proficient Students	116	1037	4711	109	87	96	385	432	422	100	49	61	0	17	13	0	34	26	0	0	0
Migrant Students	--	10	666				--	464	444	--	0	39	--	100	11	--	0	50	--	0	0
Economically Disadvantaged	445	4579	10168				477	460	453	17	26	32	18	21	18	65	52	50	1	0	0
Non-Economically Disadvantaged	--	138	44922				--	447	484	--	32	13	--	30	13	--	38	73	--	0	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	26	25	43	100	19	18	37	90	26	23	41
	Language	95	26	25	41	100	22	20	38	96	27	24	42
	Mathematics	95	43	43	59	100	39	36	56	97	49	42	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Central High School students are required to wear identification cards while on campus. Visitors to the campus must also sign in at the main entrance. Central offers a mediation program for students to resolve their disputes constructively.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Nancy L. Kloss	(602) 764-7502
Transportation Policy	Anita Lespron	(602) 764-7585
Community Resources	Freddie Jones	(602) 764-7549
School Nutrition Programs	Delora Cornelius	(602) 764-7900
Parent Organization		
Student Health/Nurse	Linda McDermott	(602) 764-7511

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."



1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)